

Arkansas School-Age "LINKS"

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ASU Childhood
Services
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School-Age
"LINKS"
Was compiled
and formatted
by
ASU Childhood
Services

Coping with Conflicts in School-Age Programs

(Adapted from R. Newman. *Training New After-School Staff*. School-Age NOTES, 2002)

By Roberta L. Newman

Set a Positive Tone from the Beginning

Whenever there are two or more people in the same place, there is a potential for disagreement and conflict. Conflict is a natural part of being alive. Even though we may want to avoid it, conflict often provides us with challenges that help us grow, use creativity, exercise self control, and learn how to solve problems. However, we also want to do as much as possible to avoid and prevent unnecessary conflicts. School-age staff can do a lot to prevent unnecessary conflicts:

Create a program environment that is inviting, comfortable, attractive, well-organized, and filled with interesting things to explore and learn about. Well designed environments help children to be positively and productively engaged in program activities as they interact with each other.

Plan activities that are linked to children's developmental needs and are appropriate for your program setting. Always ask yourself, "What is the purpose of this activity?" "How will children benefit from the activity?" "How does the activity support their developmental needs and interests?"

Greet each child with a friendly smile every day. Learn children's names; use names when talking with children.

Talk with children in advance to share ideas for how they can work together in a positive way. Talk with children about how they would like to be treated. Stress principles and values such as listening to the ideas and concerns of other, sharing, cooperating, showing respect, politeness, kindness, and patience.



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Work with children to establish program rules, limits, and consequences everyone agrees to live by. Remember that when children participate in creating the rules, they are much more likely to live by the rules. Joint rule-making helps children develop a sense of "buy-in" and program ownership.

Recognize that children have varying abilities and skills for handling problems and conflicts. By keeping these differences in mind, staff can guide children in a way that reduces the possibility of conflict.

Keep in mind these DO's and DON'Ts identified by school-age directors in a national survey. Many conflicts arise when staff forget to keep these DO's and DON'Ts in mind:

Smile and have fun with children while you keep them safe. Be nurturing and understanding. Share your enthusiasm and enjoyment of being with children. Remember safety is your #1 goal. Remember you are a powerful role model for kids. They notice everything you say and do and may copy you later!

- Respect children. Remember the best way to *get respect* is to *give respect*.
- Always keep the needs of children in mind.
- Be involved with children. Be a DOER, not a WATCHER.
- Talk with children - find out what's on their minds.
- Remember that children are basically good; yet, some of their

choices may not be. One of your main goals is to help them learn about making good choices.

DON'T

Leave children alone – unsupervised.

Use negative discipline (delivering "put downs," yelling at children, getting into power plays, using sarcasm and ridicule to make children feel bad, denying food as punishment, being condescending).

Role model inappropriate behavior (being argumentative; displaying anger and frustration by shouting or throwing things; being rude or disrespectful to children, co-workers, parents, or supervisors). Jump to conclusions about a problem or make assumptions about what children want and need without asking them.

Assume that children can take care of all disputes by themselves.

Stand back passively instead of interacting with children.

Take over, failing to let children direct their own activities when they are able and willing to do so.

Be inconsistent when applying rules, limits, and consequences.

Come unprepared to lead an activity.

Teach Children Step-by-Step Problem Solving Strategies

When school-age children learn effective problem solving skills, they develop self confidence and self control that helps them work through conflicts on their own. Children can learn how to use the steps presented in **Illustration I** to solve problems one step at a time. Using these

steps helps children develop ownership of their problems and assume a sense of responsibility for their actions. This systematic problem solving process also helps them identify and express their emotions, opinions, and concerns appropriately.

To learn more about helping children develop problem solving skills and learn how to work through problems and

Illustration I

Steps for Effective Problem Solving

1) STOP and CALM DOWN. Do whatever it takes to get yourself feeling neutral. Take a few deep breaths. Relax; count to 10. Get a drink of water. Remove yourself from the group and close your eyes for a minute. **REMEMBER:** *No one can use thinking skills to solve a problem or a conflict when they are feeling angry, upset, or hurt.*

2) GET TOGETHER TO FIGURE OUT THE CAUSE OF THE PROBLEM. ASK: *What is the problem about?* You may want to take turns describing the problem and sharing your feelings, wants, and opinions related to the problem. Listen without interrupting. Don't talk about *solutions* until you agree on *what the problem is about*.

3) BRAINSTORM IDEAS FOR SOLVING THE PROBLEM. Make a list of all the *possible solutions* – practical and impractical. Don't judge yet.

4) EVALUATE THE IDEAS FOR SOLVING THE PROBLEM. Choose the best idea(s) and use them to *plan* a course of action.

5) PUT YOUR PLAN INTO ACTION. Decide on a time and place to check your progress – how is your plan working? Do you need to do anything else?

conflicts on their own, see the resources listed at the end of the article.

Learn to Recognize the Common Causes of Conflicts in School-Age Programs

There are certain problems that occur often in school-age programs. The checklist in **Illustration II** can help staff identify what might be causing conflicts that arise. Once the cause is identified, you can use step-by-step problem solving to correct the situation.

Tips for Diffusing and Reducing Conflicts When They Do Emerge

It is unrealistic to think that you will be able to eliminate all conflicts in your program. In addition to step-by-step problem solving, the techniques listed in **Illustration III** may be helpful when conflicts begin to emerge. It's important to remember that *no technique* will work in every situation. Staff need to use good judgment in deciding what techniques will work best depending on who is involved, the cause(s) of the conflict, their own capabilities, and the setting.

Become Aware of Your Conflict Management Style

Most of us have developed a style for dealing with conflicts in our lives:

- Some routinely *ignore* conflicts.
- Some always try to *accommodate* other people and smooth things over if at all

Illustration II

Checklist of Common Causes of Conflicts In School-Age Programs*

Use this Checklist to Identify Possible Causes of Conflicts in Your Program

- ☐ Inappropriate or poorly planned program activities.
- ☐ Inappropriate use of or lack of suitable space, equipment, or supplies.
- ☐ Poor handling of transition times – too much waiting between activities.
- ☐ Failure to spot or anticipate problems about to happen.
- ☐ Lack of understanding of children's needs, resulting in a mismatch between the children's capabilities and the expectations of the programs.
- ☐ Personality or temperament clashes among children or between staff and children.
- ☐ Overly competitive atmosphere.
- ☐ Intolerant/unfriendly atmosphere.
- ☐ Poor communication (by children and/or adults who can't or don't express needs appropriately, can't observe, don't know how to listen or refuse to listen).
- ☐ Misuse of power by staff – expectations too high, too authoritarian or controlling.
- ☐ Too many or unreasonable rules – failure to involve children in shaping rules.
- ☐ Absence of problem solving skills.
- ☐ Lack of clarity and agreement about what the expectations are, how things are organized, what the limits and boundaries are – among children, staff, and/or parents.

*Excerpted and adapted from Roberta L. Newman, *Keys to Quality in School-Age Child Care*. Union Bridge, MD: Summerwinds Communications, 1993.



Illustration III

Techniques Staff Can Use to Diffuse or Reduce Conflict Situations*

1. **Get your own feelings under control.** Act with firmness and authority if needed. But never vent your anger with children.
2. **Ignore the behavior when small problems occur.** Assume it won't get worse and don't fuel it with your attention.
3. **Intervene immediately if children are in danger of hurting themselves or each other.** Help them find ways to use words to talk through their issues.
4. **Redirect children.** Help children get involved in a different activity. Invite them to help you with a chore. Help them start a new game or move to another area.
5. **Help children withdraw temporarily if they are out of control.** Help them think of ways to cool off and "get themselves together." This is especially helpful when children are very angry, crying, or having a temper tantrum.
6. **Use special signals.** Use eye contact or gestures to alert a child of the need for self control. This is most effective if you and a child have agreed on the special signal in advance.
7. **Move closely to children when you see signs they may be losing control.** Reassure them with your presence that you are there to support and guide them if they need you.
8. **Show interest.** If children look bored, sad, upset, or angry, engage the child in conversation. Tell them you've noticed their feelings. Let them know you are interested in their problems, concerns, fears, ideas, etc.
9. **Use humor.** Make a joke to ease the tension. However, be sure to use humor with sensitivity. Never use humor to make fun of children or to minimize their serious problems or concerns.
10. **Give assistance.** Offer help and support when children might not understand directions or feel frustrated.
11. **Change the routine.** Break the tension with a change of pace if an inappropriate activity or schedule seems to be causing the problem or making it worse.
12. **Remove objects that cause problems.** Put away or move objects, equipment or materials that seem to bring out negative behavior and provoke conflicts.

*Excerpted and adapted from Roberta L. Newman, *Keys to Quality in School-Age Child Care*. Union Bridge, MD: Summerwinds Communications, 1993.

possible. If we do this too often, we may find we are giving up on things we really care about.

- Some tend to *look for compromises*, taking the attitude that if you give up something, I will too. An over emphasis on compromising can mean that no one every wins – instead we all lose a little.
- Some want to work things out so that everybody wins all the time. They spend a lot of time trying to *collaborate* as a way of resolving conflicts. With collaboration, everybody wins, but it may take a lot of time to get to the solution.
- Some take a hard line position. When they're right, they're right! They maintain a position of *authority and control*, no matter what!

Take a minute to think about your own style of managing conflicts. Do you use one style much more than others? Do you vary between one or two styles? Do you use some styles a lot and others not at all? Conflict management experts have learned that *no conflict management style is appropriate for every situation. It all depends on who's involved, how people are feeling, the skills of the conflict manager, and what is happening in the situation.*

As you work with school-age children, try to become aware of your own style of responding to conflicts when they arise. If you think you would like to know more about conflict management and how to develop the skills to use different styles, consult the

following books: *Creative Conflict Resolution* and *Adventures in Peacemaking*, which are listed under resources at the end of the article.



Ask for Help with Difficult Problems and Conflicts

Used consistently and appropriately, the suggestions and techniques in this article will help you provide positive guidance and resolve problems and conflicts effectively in most situations. However, there may be situations which you are not able to handle effectively. Or you may feel you don't know how to respond effectively to children who exhibit extremely challenging behavior or intense anger. It's very important for staff to ask for help when they feel this way. By problem-solving with a supervisor or colleague, you may recognize the need for additional training on how to handle difficult situations. It may also become evident that it's time to contact special resource people in the community who can provide support for a child or family experiencing extreme difficulties.

Use a Comprehensive Approach to Managing and Responding to Conflict

By themselves, none of the strategies included in this article provide THE answer to managing

and responding to conflicts effectively. But taken together, they can help staff significantly reduce conflict in school-age programs. To summarize, here are the components of a comprehensive approach to coping with conflict:

- *Be systematic about using effective strategies to set a positive tone with children from the beginning.*
- *Learn about and teach children step-by-step problem solving strategies.*
- *Learn to recognize common causes of conflicts in school-age programs.*
- *Become skilled at using a variety tips for diffusing and reducing conflicts when they emerge.*
- *Identify your conflict management style and learn to use different styles effectively.*
- *Remember to ask for help when conflicts become too challenging to handle alone.*

RESOURCES

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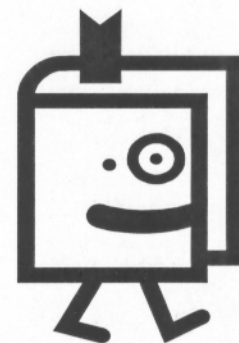
Kreidler, Willam. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom* (includes self-test for staff: *How Do You Respond to Conflicts?*). Scott, Foresman and Company. Glenview, IL: 1984.

Kreidler, William, and Furlong, Lisa. *Adventures in Peacemaking: A Conflict Resolution Activity Guide for School-Age Programs*. Cambridge, MA: Educators for Social Responsibility, 1995.

Ollhoff, Jim, and Ollhoff, Laurie. *Getting Along: Teaching Social Skills to Children and Youth*. Eden Prairie, MN: Sparrow Media Group, 2004.

Turecki, Stanley, MD. *The Difficult Child* (strategies for guiding children with difficult behaviors related to in-born temperamental characteristics). New York, NY: Bantam Books, 1985.

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The Case of the Mess in the Corner

6

By Kathy Hermes

I am a very organized person and I believe that it's possible for our school age care program to be well organized too. We have permanent shelves and rolling storage carts that store all of our books, supplies and project materials. The shelves are labeled and the containers are marked, but kids throw everything together in a rush so they can go outside or to the next activity. Staff lose patience and end up just putting everything away themselves.



Have you talked with staff about your needs for organization? Are your needs reasonable? Remember that perfection isn't attainable in this situation. You may have to settle for less than the ideal standard. What is the least you need to be OK with things? Invite staff to help figure out a *system* that works for everyone. Staff can support each other and hold each other accountable for assuring that the standards that everyone agrees to are met. It does mean doing things differently and anything new takes time to become a habit. Find a good time to introduce a new process to everyone, and follow up with everyone for the first couple weeks to make sure it works.

Work together, side-by-side, children and adults. Teamwork teaches respect for individual effort and group accomplishment. It's good for children to be part of something that makes a difference. It is not necessary for them to clean up everything until it's spotless. Life isn't like that and certainly school age programs reflect the reality that kids are around and doing things. So adjust your standards if necessary.

Be very specific about what you want children to do. "Clean up" is vague to most children. Does it mean to get everything off the floor-so it's all right to cram it all into the rolling cart? Does it mean to put away the game they have been playing? Let them know what is expected. "Pick up all the game pieces, and put them in the box. Put the box on the shelf next to the other games" is more useful. Keep giving specific instructions to children until the task is completed.

There are lots of ways to improve the messes in your corners. Here are some tried and true suggestions that have worked for school age programs.

Remember the clean up songs from preschool days? Turning cleaning up into a fun activity worked with amazing success. Older children certainly won't want to do that, but they do like their own music. Try turning on a CD or tape during clean up time. As long as kids are cleaning the music stays on. If they stop, the music stops. Children might find that clean up can be interesting and even fun.

Use pictures or words on card stock to list the steps you expect children to take in completing a task and let them

follow the "written" instructions. Laminate these cards so they will last, and keep them together in an envelope or box for ready access. This allows them to work independently and frees you from having to repeat the steps every time.

Did you use a Kaper Chart at camp when you were a child? It is one of the easiest systems to use, if you use it consistently. Make a chart on poster board—it can be round or square or any design you like. Put the days of the week along one side and the chores at the top. Typical chores might include Snack Helper, Clean Up Supervisor, Game Leader, etc. At the beginning of each week, draw the names of children from a hat to assign the tasks for the week. Write the name of the person assigned on the chart and post it so that everyone will remember who is helping on each day. Make sure you put the used names into a bag, so that every child will eventually be assigned to a task.

Let the children come up with a clean up routine that they like. This sounds like a broken record, but if they are involved in the process the results will improve. Ask someone who has spent a lot of time with kids what works, and inevitably they will mention the value and importance of involving kids, and adults respecting and using their ideas. There is buy in and peer respect that takes some of the resistance out of the mix.

Consequences for not following the routines are necessary. For instance one program used a modification of "time out" for the items that didn't get put away. After children have had an opportunity to put things away and have failed to do it,

place the items in a box or a bag. The children can redeem them by doing small chores such as wiping off the tables or putting snack items back on the shelf. This is not a punishment, this is an exchange of labor—you had to pick up their stuff, now they have to do something for you.



Make it easy for them. Make sure children are able to accomplish the clean up routine on their own. If a box is too heavy or the shelves too high, it is not feasible to expect children to finish the job. Provide child size brooms or a lightweight vacuum cleaner and have them readily available for children to get by themselves when they need to cleanup a mess. A program director reported that one child loved to run the vacuum cleaner, and every day would look for opportunities to use it.

Take inventory of the supplies and games you make available to children every day. While it's important to offer lots of choices, this can be done without lots of materials. Rotate the games so that there are a few available, with the others stored away from children's ready reach. Eliminate markers that no longer write (have children do this task) and make sure pencils are sharpened. When crayons are down to the stubs, melt them on a

hot plate. Children can use Q Tips to paint designs on Styrofoam trays. (Of course this needs to be carefully supervised.)

Show appreciation, both for children's efforts and for their accomplishment. A sincere "thanks" or a compliment ("Wow, you really did that fast!") contribute to the child's innate pride in sharing responsibility with adults. You could even have a rotating award for the best effort each week. And realize that the value of a well-organized afterschool program creates a life-enhancing environment that benefits both children and adults.

Governor's Summit on ELO's

The Arkansas Out of School Network received a \$10,000 mini grant from the National Governor's Association Center for Best Practices to host a governor's summit on extra learning opportunities and related activities designed to advance policies that support ELO of various types.

For more information contact
Woodie Sue
Herlein, Chair
Arkansas Out of School Network

Ideas Unlimited

- Have each bring in their bicycle for a safety check. Have a bicycle safety course, took a bike hike, and decorate bikes for a parade.
- Learn a few phrases in Japanese, attend a drum performance, eat Japanese food, learn origami, visit a Japanese food store. If there are no Japanese resources in your area. Check out other cultural opportunities.
- A track meet with some unusual events—3 legged race, crab walk, backwards race, one foot hop—Give each child a medallion (paper circle) on which the place a star for each event in which they participated.
- Make and design various paper airplanes. Test planes for accuracy, distance, height. . .
- Olden days and olden ways—activities include weaving with yarn and a loom, papermaking, corn cob dolls, a wagon train, and candle making.
- Have children write, act and film their own mystery story. A drama student might be willing to help make props and costumes.
- Themes - Recycling , underwater, robots, outer space
- Fieldtrips-bakery, hospital, museum, soft drink plant.

Share some of your ideas and activities!

Planning activities that keep older youth happy and satisfied in after-school programs is not an easy task. Many times staff simply throw up their hands in frustration after hearing one too many times from an older youth, "I'M BORED!" Don't despair! It is possible to design programs that spark older youth's interests and keep them actively engaged in your program. It just takes more effort and being able to think "out-of-the-box". Older youth have a growing need for independence and responsibility so find outlets for them to demonstrate these skills within your program. They also like to be a part of long-term projects, develop life skills, connect with the world beyond the program and develop positive relationships with their peers.

Here are some tips and activity ideas to try as you create a program that is more user-friendly to older youth:

- ♦ Encourage them to have meaningful participation in projects that benefit their community. Projects might include initiating a clean-up recycling campaign, performing their talents for nursing homes, hospitals, etc. finding community organization that share similar values as they do and participate in service projects for the organization, etc. Have them determine what is meaningful to them and follow their lead!
- ♦ Allow older youth to take on more leadership roles within the program. They might be able to plan activities that they can facili-

tate with small groups of children (and have a staff member be their assistant), create a homework mentoring club where older youth are paired with younger children to provide them homework assistance when needed, etc. One thing to keep in mind is that just because a child is older may not mean they are automatically ready to take on more leadership opportunities and the responsibilities that come along with them. Make leadership development a part of many aspects of your program (regardless of the age of the child/youth) and consider each individual's needs independently when developing leaders within your program.

- ♦ Allow for older youth to bring appropriate "out-of-school" hobbies or activities into the program. This might include extra-curricular activities that they are involved in like band, sports, Boy/Girl Scouts, student council, debate club, or even more in-depth projects like model building, knitting, dancing, jewelry making, etc.

- ♦ Older youth have opinions that they want to share with others so find ways that they can serve as advocates in the community for things that they feel strongly about. Have them start a letter-writing campaign or create posters to share their views and solicit action from others.

- ♦ Find out what some of the interests of the older youth are and attempt to find guest speakers to come to your program and talk about these interests. Some favorite personalities might include a television anchor, radio disc

jockey, sport's figure, chef, etc.

- ♦ Provide the older youth opportunities to simply "hang out" with their friends. Social belonging and establishing relationships with their peers is very important to them and they should be provided the opportunity to enjoy this in your program.

- ♦ Create clubs where children group with other children that share their same interests regarding a certain topic and plan activities around this interest. Clubs can be viewed as "long-term activities" where children meet in their small club groups once or twice a week for a month or longer. This type of format allows older youth to explore their interests more in depth and build stronger relationships with those peers in their club. Some club options might include chess, gymnastics, dance, journalism, cooking, program event planning, drama, etc.

Hopefully by incorporating some of these activities and tips into your program, you will find that you are able to create a more user-friendly program for the older youth that you serve. Best of luck!

By Jennifer Harris



Arkansas Out of School Network Announces Funding

'Mott Support will Jump-Start Statewide Afterschool Policies in Arkansas'

Woodie Sue Herlein, chair of the Arkansas Out of School Network announced that Arkansas is one of six state to receive grants from the Charles Stewart Mott Foundation in Flint, Michigan, for the launch of statewide afterschool networks that promote sustainable and effective afterschool programming. The \$300,000, three-year grant—made to ASU Childhood Services will fund the Arkansas Out of School Network, a formal statewide collaboration designed to improve the quantity and quality of afterschool program in Arkansas. Network participants will include policy makers, educators, childcare providers, youth development workers, program developers, advocates, parents and others. Match funding is also being provided by the Arkansas Department of Education, Arkansas Advocates for Children & Families, University of Arkansas Division of Agriculture Cooperative Extension Service 4-H Youth Development, New Futures for Youth, ADHS/Division of Child Care & Early Childhood Education, Arkansas PTA, Arkansas Kids Count Coalition, Arkansas School Boards Association, City of Little Rock, Hamburg School District, Boys & Girls Club of Saline County, Arkansas Head Start-State

Collaboration, and many other statewide organizations.

"The Mott Foundation's support will jump-start, bring to scale and sustain successful afterschool programs in Arkansas," said Herlein. "It is going to provide the resources we need to bring together the key decision makers on afterschool in the state. We intend to coordinate our efforts to provide the best afterschool programming we can, and to build robust support for afterschool among parents, the business community, lawmakers, and afterschool program providers."

With the grant, Arkansas joins twenty three other statewide afterschool networks that received Mott funding since 2002.

"Our hope is that funding for the networks will encourage local and state policymakers to invest additional resources into expanding quality afterschool opportunities and improving their sustainability," said Mott Foundation Program Officer, An-Me Chung. "The networks will also provide a means for joint planning, sharing of resources and best practices, building bridges to and between federal, state, and local afterschool initiatives, and forging partnerships necessary for comprehensive statewide afterschool policies."

The Arkansas network will focus its collaboration on three related goals:

Create a sustainable structure of statewide, regional, and local part-

nerships, particularly school-community partnerships, focused on supporting statewide policy development

Support the development and growth of statewide policies that will secure the resources that are needed to sustain new and existing afterschool program.

Supporting statewide systems to ensure that programs are of high quality.

18th Annual AfterSchool Association Conference

February 23-25, 2006

Louisville, KY

For more information visit:

www.naaonference.org



School-Age Pre-Employment Training

This training was developed especially for part-time staff members or employees new to school-age care. The workshop will focus on providing tools and techniques for building an age-appropriate classroom, creating school-age activities, and learning and understanding what constitutes a quality school-age program.

Arkadelphia

Community Enrichment Center
Tuesday, February 7, 2006
6:00-9:00

North Little Rock

First United Methodist Church
6701 JFK Blvd.
Thursday, February 9, 2006
6:00-9:00



Coming Soon!

**School-Age
Specialist
Modules will
SOON be
available
ONLINE!**



**Look for them in
January 2006!**

School-Age Regional Workshops

Cabot

"Spectacular School-Age Science"
United Methodist Church Gym
Thursday, January 19, 2006
6:00-9:00 PM

Fayetteville

"Spectacular School-Age Science"
Donald Reynolds Boys & Girls
Club
Thursday, January 26, 2006
6:00-9:00 PM

Fort Smith

"Spectacular School-Age Science"
And "Cooperative Games"
Public Schools Service Center
Saturday, January 28, 2006
9:00 AM-1:00 PM

Bentonville

"Why Don't They Listen to Me?"
High School Football Stadium
Conference Room
Thursday, April 27, 2006
6:00-9:00 PM

***Call 1-888-429-1585 to
register!***

School-Age Specialist Training

North Little Rock

**First United Methodist Church
6701 JFK Blvd.**

Module 1—Monday, February 6, 2006
Module 2—Monday, February 20, 2006
Module 3—Monday, February 27, 2006
Module 4—Monday, March 6, 2006
Module 5—Monday, March 13, 2006

Benton

**First United Methodist Church
200 North Market (Conway Street Entrance)**

Module 1—Monday, April 3, 2006
Module 2—Monday, April 10, 2006
Module 3—Monday, April 17, 2006
Module 4—Monday, April 24, 2006
Module 5—Monday, May 1, 2006

All sessions will be from 6:30-9:30 on the date listed above.

For more information or to register:

<http://chs.astate.edu>

870-972-3055

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Arkansas School-Age Care Conference

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Arkansas School-Age Care Conference

Spectacular Saturday



**Saturday, March 4, 2006
9:00-2:00**

**Donald Reynolds Boys & Girls
Club
560 N. Ruppel Road
Fayetteville, AR**

**Sponsored by:
ASU Childhood Services
Jo Ann Nalley, Director
and the
Arkansas Department of
Human Services
Division of Child Care &
Early Childhood Education**

Arkansas School-Age Care Conference

Mail this registration form to:

ASU Childhood Services
PO Box 808
State University, AR 72467
(870) 972-3055

Name: _____

Social Security # or Registry ID# : _____

Name of Program: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: _____ Fax: _____

Email: _____

Number Attending: _____

Payment will be made by cash or check (please circle one).

Conference registration fees are \$10.00 per person.

Registration includes all sessions, materials, opening address, presenters' dialogue, and networking, and lunch.

**Please make checks payable to
ASU Childhood Services**

Registration deadline- February 20, 2006

**For More Information:
Call Woodie Sue Herlein
870-972-3055
1-888-429-1585**